SYLLABUS

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Mondays 12-2, Education 322  
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Background and Organization of the Course
The course examines Indigenous education and language revitalization from an international perspective, considering questions such as: What are the policies, ideologies and discourses that wax & wane in relation to the history of Indigenous education? How have endangerment discourses been taken up in Indigenous language revitalization? What are the roles of pan-Indigenous and international organizations and of foreign donors? What does decolonizing and Indigenizing schooling look like across different contexts? How do Indigenous epistemologies, ways of knowing, being and relating influence education? What does culturally and linguistically relevant schooling mean in Indigenous contexts? How do Indigenous education and language revitalization interact with interculturalism/multiculturalism? What are the roles of communities in language revitalization and educational processes?

My vision for this seminar course is that it will be very much a co-constructed exploration. The core of the course and primary basis for your grade are the readings and weekly discussions. We will have a discussion board on our website and each student is asked to post a discussion question each week, based on the readings. Students will also be asked to lead class discussion right from the beginning of the course. I expect a high level of commitment and responsibility from each student enrolled.

There will be two written assignments, which together account for about a third of your grade. One will be an autobiographical statement of no more than 5 double-spaced pages, describing how you became interested in Indigenous education and language revitalization and how you hope to use what you learn in this course. The other will be a somewhat longer piece, no more than 10 double-spaced pages or equivalent, on a specific Indigenous language case of your choice. For this assignment, you may choose to write a policy brief, a research proposal, OR an educational plan, depending on your interests and on the particular case (see below).

Topics and calendar:
Jan 11 (W)  
Introduction
Jan 23  
Can schools save Indigenous Languages?
Jan 30  
Research methodologies in Indigenous education contexts
Feb 6  
Research methodologies in Indigenous education contexts (cont.)  
Nathan Albury
Feb 13  
Immersion/master-apprentice programs for Indigenous language revitalization
Feb 20  
Teacher education for Indigenous education and language revitalization
Feb 27  
Orthography & materials development in Indigenous language education
Mar 13  
Indigenous identity, language and education
Mar 20  
Indigenous (language) rights and Indigenous education  
Hanna Outakoski
Mar 27  
Indigenous knowledge, language and education
Apr 3  
Indigenous youth and multilingualism
Apr 10  
Beyond K-12: Indigenous languages in early literacy and higher education
Apr 17 & 24  
Project presentations in class

Assignments:

Discussion questions: There will be a discussion thread for each week's topic on our class website. Please each post a discussion question based on the reading each week by 9 pm Friday before class.

Discussion facilitation: You will each be responsible for facilitating class discussion at least once during the semester, in pairs. Details on sign-up to follow.
**Autobiographical statement – 10% of the course grade**
Due 20 January on Canvas and 23 January in class (hard copy)
We will read each other’s statements and spend some class time in pair exchange and discussion. I will send each of you individual comments, but will not ‘grade’ these statements, except in the sense of giving you each full credit for having written thoughtful and meaningful statements.

**Project, presented orally and in writing – 25% of the course grade**
Outline/abstracts due 20 February, in class and on Canvas
Oral presentations in class on 17 & 24 April
Written version due 28 April, on Canvas and in hard copy in my mailbox. 10 double-spaced pages or equivalent.
Your choice of one of the following three formats:

**Policy brief**
- Historical background and sociolinguistic context for the case
- Current policy affecting Indigenous education and language revitalization
- Recommendations, including both goals/rationale and means (i.e. steps or strategies)

**Research proposal**
- Statement of problem including background and context
- Conceptual framework, citing both theoretical literature and other similar cases/studies
- Proposed research, including setting, participants, methods of data collection and analysis, your positionality

**Educational plan**
- Historical background and sociolinguistic context for the case
- Specific educational setting for which your plan is designed – school or other site, stakeholders involved, description of existing program (if any), reasons why a plan is needed
- Your plan: the design, including goals; steps for implementing and evaluating it

**Grade is based on:** Weekly discussion questions, discussion facilitation and participation in class (65%). Autobiography (10%). Project (25%). Please note that ‘participation’ in class does not necessarily mean you talk a lot, although thoughtful talk is always welcome – it also has to do with the quality of your presence and attention.

**Core texts:**
Journal special issues (from which we'll read selections):

Cases to be considered (with some possible international, North & South American pairings):
Māori & California Native
Quechua & Navajo
Guarani & Mexican Indigenous languages
Sámi & Hawaiian
Corsican, Miami & Yup'ik
Arakmbut/Amazonian/Andean languages & Cochiti/Ojibwe
Native North & South American
South Africa: isiXhosa, isiZulu & seSotho
Other cases to be nominated by class participants

TOPICS AND READINGS

**Reading:** The syllabus includes only a selection of the texts provided in the longer reading lists (to be posted on the website). The plan is to give the texts listed on the syllabus close attention, while the longer lists include sufficient references to place the topics in broader context as well as to facilitate further study for those interested, including sources for the course assignments.

**TOPIC 1: Can schools save Indigenous languages?**
What are the (top-down and bottom-up) policies, ideologies and discourses that wax & wane in relation to the history of Indigenous education? How have endangerment discourses been taken up in Indigenous language revitalization? What are the roles of pan-Indigenous and international organizations and of foreign donors? What are the roles of communities in language revitalization and educational processes?

**Basic reading**

**Further reading**
TOPIC 2: Research methodologies in Indigenous education contexts

What non-Western voices are represented in academia and how? What methodological rich points arise in research in Indigenous education contexts? What methodological responses have been proposed and developed?

Basic reading


Further reading


TOPIC 3: Immersion and master-apprentice programs for Indigenous language revitalization (Māori & California Native)

What does decolonizing and Indigenizing schooling look like across different contexts? What are some examples of successful and unsuccessful educational approaches to Indigenous language revitalization? What are some issues that arise even in successful approaches?

Basic reading


Further reading


TOPIC 4: Teacher education for Indigenous education and language revitalization
(Quechua & Navajo)
What does culturally and linguistically relevant schooling mean in Indigenous contexts? How do – Indigenous and non-Indigenous – teachers interpret, create, appropriate, and/or resist language education policy in Indigenous contexts?

**Basic reading**


**Further reading**


TOPIC 5: Orthography & materials development in Indigenous language education
(Guarani & Mexican Indigenous languages)
What roles do ideologies of purism, authenticity, and unification (for example) play in orthography and materials development? How do Indigenous language speakers interact with translanguating/transnational literacies?

**Basic reading**


**Further reading**


TOPIC 6: Indigenous identity, language, and education  
(Corsican, Miami & Yup’ik)

How do Indigenous education and language revitalization interact with interculturalism/multiculturalism? with essentialist notions of culture?

Basic reading


Further reading


TOPIC 7: Indigenous (language) rights and Indigenous education  
(Sámi & Hawaiian)

How do Indigenous education and language revitalization fit with the rise and fall of Indigenous rights, Indigenous social movements, and cultural revitalization initiatives?

Basic reading


Further reading

TOPIC 8: Indigenous knowledge, language, and education
(Arakmbut/Amazonian/Andean languages & Cochiti/Ojibwe)
How do Indigenous epistemologies, ways of knowing, being and relating influence education—specifically curriculum development, pedagogy, and assessment?
Basic reading
Further reading

TOPIC 9: Indigenous youth and multilingualism
(Native North & South American)
How do the innovative language practices and activism of Indigenous youth shape the future of Indigenous languages? How do Indigenous youth identities and ideologies intersect with these practices? (and with local and national language policies)?
Basic reading:
Further reading
TOPIC 10: Beyond K-12: Indigenous languages in early literacy and higher education (South Africa: isiXhosa, isiZulu & seSotho)

What challenges do early literacy and higher education face in introducing/fostering Indigenous languages as languages of literacy and media of instruction? what are some strategies and experiences?

Basic reading


Further reading


